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A. E. WINSHIP.....EDITOR

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Department of Superintendence, Cincinnati, February 22-26, 1925.

THE CHICAGO SITUATION

"What is it all about?" This question has been hurled at us and slung at us from all directions since our recent editorial on "The Chicago Issue."

We fully realize the danger of trying to explain the inexplicable, but we seem to have been challenged to make a try at it.

On the surface the greatest city educational upheaval, judging from newspaper reports, we have ever known, springs from the superintendent's ruling that the schools of Chicago could not be closed for teachers' meetings, which included meetings of the "Teachers' Council." We think that is a safe statement.

Just why so simple a rule as that should have shaken the political affairs of the city, state and nation is not so easily explained.

The Board of Education took six months to decide, apparently, to sustain the superintendent in his ruling, and when the Board of Education approved the ruling of the superintendent there were the bitterest attacks through the newspapers upon the Board of Education, upon Chicago University, upon the head of the Democratic party in Chicago, in Illinois, and in the United States, and finally upon the mayor of the city, with an acknowledgment that vast influence was to be thrown to the Republican candidate for Governor, because of this ruling of the city superintendent and its acceptance by the Board of Education.

Just why the refusal to close the schools for meetings of teachers should have shaken to the very foundation so many civic and professional institutions is not easily explained.

Just why this superintendent refused to close the schools when none of his predecessors had done so is an entirely different proposition, but the fact remains that he did refuse, and all that has come in its wake is like an earthquake, a cyclone, and a tidal wave all in one. Is it any wonder that educational leaders from afar ask: "What is it all about?'

Following the original ruling that schools could be closed for meetings of the "Teachers' Council" there appears to have been injected a habit of closing schools at unusual hours, unsettling orderly arrangement in school housekeeping. It seems that it had come to be regarded as more or less of a community nuisance to have children turned out into the street without families knowing that it was to be done. It was not merely an affair of the "Teachers' Council" but a return to normalcy apparently.

Immediately the "Teachers' Council" people read into the new rule various secret motives, whether justified or not we have no means of knowing, but we do know that at once the superintendent was charged with many vicious purposes that do not appear to an outsider.

Meetings of teachers were held and the press of the city was burdened with interviews, at first largely in criticism of the superintendent, but soon there followed numerous protests against the frequent closing of schools from various organizations. It is not much to be wondered that the Board of Education took six months to get its breath, for both sides appeared to believe that it was a matter of life and death. What had seemed to be a sensible view of school hours had become a great war and there was no armistice until there was a victory, which was not won by the "Teachers' Council."

But why did the "Teachers' Council" read into that rule that it should meet out of school hours such dire professional calamity? Why should a multitude of children lose school privileges for many hours every year that teachers might not lose their non-school hours' freedom? On the surface it seems ridiculous. Putting an hour or two of a

teacher's out-of-school time against forty children's school time is inconceivable. What was it all about?

The "Teachers' Council" was created in the administration of Mrs. Ella Flagg Young, who is the one sacred leader in all Chicago's educational history to the teachers who worship the "Teachers' Council," and this is not to be wondered at by those who recall her position in the educational history of Chicago.

The "Teachers' Council" was regarded at the time of its creation as the greatest single advance in the evolution of the recognition of teachers in city school administration in American history. Apparently the teachers who revere the name and fame of Mrs. Young regard even so incidental a matter as change of the time of meeting as sacrilegious. With them everything connected with the "Teachers' Council," even to the time of meeting, seems to be a religion.

THE McANDREW MEETING
DEPARTMENT OF SUPERINTENDENCE
Cincinnati, February 22-26, 1925

In many important ways the Cincinnati meeting of the Department of Superintendence, February 22 to 26, will be of exceptional interest.

While the program is largely focused upon the city superintendent's problems and the speakers are almost exclusively city superintendents, there will be an unusual amount of brilliant music.

There will be the most complete exhibit of community service as an essential rather than an incidental feature of the city school program.

Beauty is to be stressed by many exhibits from various cities "to show how the national mandate for contributing to the happiness of the people is being obeyed."

Thursday evening will close the meeting in a blaze of glory, unparalleled for beauty, for music, for art.

"Salutatory." Frank B. Dyer, former superintendent of Cincinnati and Boston.

"The Faith of the Founders." Randall J. Condon.

"Why Is Superintendence?" Jesse H. Newlon, Denver; president, N. E. A.

"What Is Superintendence?" Charles S. Meek, Toledo.

"Progress in Superintendence." Payson Smith, Boston, president of Department, 1924.

"To Establish Justice in High Places." Arthur C. Perry, district superintendent, New York City.

"National Ideals." A. C. Chewing, Evansville, Indiana.

"To Insure Domestic Tranquillity." A. B. Meredith, Hartford.

"Labor and Capital." Matthew Wall, American Federation of Labor.

"To Provide for Common Defence." William J. Bogan, assistant superintendent, Chicago.

"To Increase the Educated Quota: The All-Year School." H. C. Weber, Nashville.

"Fortification by Public Opinion." Eric Hopwood, editor, Plain Dealer, Cleveland.

"Safeguarding Peace." F. L. Beale, major, United States Army, retired.

"National Ideals." John J. Tigert, United States Commissioner of Education; Ernest W. Butterfield, New Hampshire; A. F. Harman, Montgomery County, Alabama. Illustrated by stereopticon and cinema.

"To Promote the General Welfare." John H. Beveridge, Omaha.

"Dollar for Dollar." Carleton B. Gibson, Savannah, Georgia.

"How to Use Vocational Information." W. W. Borden, South Bend, Indiana.

"Introducing Educational Research." F. W. Ballou, Washington, D.C.

"Central Library a Distributing Point." Henry C. Johnson, San Diego, California.

"A Home for Retired Teachers." Olive M. Jones, president, N. E. A., 1924.

"New Building Program." Henry S. West, Baltimore.

"The Personal Audit." E. E. Lewis, Flint, Michigan.

"Superintendent and Business Manager." George D. Strayer, Teachers College, New York.

"Education Week." J. W. Gowans, Hutchinson, Kansas.

"Taking the School to the Parents." James A. Nugent, Jersey City.

"The Curriculum Program." Jesse H. Newlon, Denver.

"The Elementary Curriculum." E. C. Broome, Philadelphia.

"The Curriculum a Paramount Issue." Charles H. Judd, Chicago University.

"The Curriculum Problem Attacked Scientifically." Ernest Horn, University of Iowa.

"Meeting Community and University Needs." John W. Withers, New York University.

"Individual City Must Solve Its Curriculum Problem." A. C. Threlkeld, Denver.

"Co-operative Plan for Curriculum Revision." Zenos E. Scott, Springfield, Mass.

"What Colleges Can Do for the Public Schools." William Lowe Bryan, Indiana University; E. G. Doudna, Madison, Wisconsin; Frank D. Boynton, Ithaca, N.Y.

"Mission of School Music." E. U. Graff, Indianapolis.

"Happiness and School Music." Ernest C. Hesser, director of music, Indianapolis.

"Life, Liberty, and Happiness Through Art Expression." Antoinette Hollister, Fairhope School, Greenwich, Ct.

"The Gospel of Beauty," Lorado Taft.

THE SCIENCE OF PEDAGOGY

A. E. WINSHIP

[Commencement Address, School of Pedagogy, New York University, May 28, 1892, thirty-three years ago]

IS THERE A SCIENCE OF PEDAGOGY?

Can teaching be made an art? Is it possible to have a science of education? Will teaching become a profession? In the nature of the case, we speak of the American public schools.

Art is perfection in action, primarily in joining, the word having been born, presumably, out of admiration for the perfection of the joining of the shoulder socket, with all the varied, graceful, unwearying, and unwearing movement. Art is not the doing merely, as some would have us think, but, rather, the perfection of adaptation of means to ends, of methods to principles, of devices to method, in thought and action. Art is artistic only when there is perfection in the design and in the conception as well as in execution.

Teaching will never be an art until there is a thorough knowledge of how and when to lead the child-mind into fullest possession of its highest available power. There is no art of teaching possible when the thought is centred upon the subject taught, rather than upon the leading out of the mind in power through the best teaching of these subjects. Art in teaching is the securing of mental movement with the utmost grace, with the least wear and tear, with the greatest effectiveness in thought and influence. Teaching can be, should be, must be, made an art, but it will not be unless there is vigorous, discriminating movement to secure such result.

Is it possible to have a science of education? Science implies a completeness of knowledge, a rounding out and a filling in of what is possible to be known in a given department of knowledge. It is possible to know thousands of things well with no approach to a science in connection with the knowing; but when the knowledge, be it ever so little, is from sources traced to their limit of influence in such a way as to make it presumable that, though details may still be perfected, nothing will thereafter change the relation of cause and effect, then we have a science. This education has lacked. There has not been that thoroughness of research, that tracing from source to limit of influence which makes it possible to direct the reading of teachers so that they can know that they have the authority. We have no Blackstone or Story in education, as in law.

Science is spoken of as scientific when the way in which knowledge is obtained is such as to make errors or omissions improbable; when the best knowledge is obtained in such a way as to leave no waste material in which subsequently bacteria may develop for the breeding of destructive thought or demoralizing investigations. It is too true that there has been little science in the science of education in America.

Will there ever be a teaching profession in America? A profession must be publicly acknowledged as composed of persons devoted to a science or art for which special training is necessary. It cannot recognize itself. Men cannot vote themselves a profession. The public cannot be bought, coaxed, or driven to give them recognition. It must come from an indefinable sentiment generally recognized, born of the logic of events.

The employments of men are numerous. The time-honored law phrase embraces all employments, as "by occupation, trade, or profession." The phraseology was supposed to cover all things that men do for a living, but modern conditions have added to these, in discriminating thought, "office and calling."

An *occupation* is any selected employment by which a man habitually earns money for the sake of a living. The root idea is to occupy or take possession of, primarily as a necessity or as a right; hence the way one takes a living out of the soil, society, etc.

Trade is primarily from *tread*; hence it has come to mean to place things in the tread, or on the track; that is, to pass them along; hence buying and selling and all they imply.

An *office* is the employment to which one is elected by the public, or to which he is appointed by those so elected, receiving for his services public honor and public remuneration. Many of the minor offices are merely occupations, and are so regarded.

A *calling* is the employment in which a man engages because it is, or because he thinks it is, predetermined by aptitude, sentiment, or duty. The ruling thought is that Providence has, by special endowment, or by a personal "call," made it a practical necessity for one thus to serve his fellow-men.

In a *profession* one publicly admits that he differs from the rest of mankind, excepting those who make the same public admission. He sets forth his determination not to engage in any trade or occupation or accept any office through which he would not be in accord with the profession he now enters. In consequence of the universality of this profession, there comes through common consent a public recognition of a power that other people do not possess. When he professes a power which the public does not recognize, he becomes a "quack." The power of a professional man is not primarily that of a genius, but is attained through devotion to the specific preparation which is to be had only at the hands of those who are recognized as having the skill thus to

train. No man can adopt a profession because he is a genius, but because he has been trained. Any employment that a man can take up because he has tact, and pursue it profitably a little while and then lay it down, is not capable of being recognized as a profession so long as these conditions continue. One of the conditions of a professional profession is that its members guard it jealously and insist upon all the conditions that perfect it.

Law and medicine are the great professions. Art, literature, and the ministry are the great callings. Art can never be a profession, because genius will always be recognized as pre-eminent in the use of brush, chisel, and voice. Literature can never be such, because to many it will be an occupation, to others a calling, while its rank and influence will be largely determined by the men of genius, whose power is born, and not attained through training. In ye olden time the ministry was purely a profession; and so long as theology was its science, and sermon-writing its art, it remained such; but as the importance of this lessens and the demand is for devotion to something higher than theology and for a pulpit power that can never be taught; so long as purpose is higher than art,—the ministry must become less and less a profession, more and more a calling.

In view of this analysis of the employments of men; What is teaching? To how many is it an occupation pure and simple? How many view it as a respectable way in which to earn comfortable wages in short days, with reasonable assurance of permanency? Much of the bitter opposition to reforms comes from those who regard teaching as an occupation, and fear that any toning up of the standard will require out-of-school work, and make a greater draft on their time and energy, or will pay a premium upon better talent. There is an irrepressible conflict between such teachers and those who aspire to see teaching become something more than an occupation. Thoughtless people, or those who speak thoughtlessly, are in the habit of dividing teachers into radicals and conservatives, into "young bloods" and "old fogies." These expressions are belittling, signifying nothing,—are the terms of the blackguard. Age has almost nothing to do with it, temperament little. One's view of his work is the determining factor. If teaching can be made an art; if a science of education is possible; if there is ever to be a profession, —then every man and woman, young or old, who teaches merely for an occupation is doomed, and the sooner this is understood the better.

There is no compromise in this war. Teaching merely for a living is an impossibility when there is any professional flavor in it; but let us never forget that the living is all the better when it is not the ruling motive to obtain it. There is more money in a profession than in an occupation, but there is more in trade than in either. A profession receives the reward of idealizing an occupation. In trade, money is the reward for the sacrifice of public honors that always attend a profession. Money and public honor in a profession are the equivalent of money without honors in trade.

The bitterness of the fight against lifting an occupation to a profession is wholly within the ranks, and comes from the fact that those in the work who wish to stay feel that all emphasis placed upon professional training is a rebuke to those hitherto untrained.

This is an error. Professionals always revere the perfection that comes from experience. Every profession has fruited from reverence for the perfection of work inherited through experience. It is born of a desire to tone up the rank and file to the standard of the experienced. Professional training magnifies through discrimination all that is valuable in the experience of those who are eminently successful.

Is teaching an office? With rare exceptions in the state department, the educational chief is an officer. In many of the large cities the supervisory force is official. There are many cities in which every principalship is an office. This is true of some of the positions of assistants. The tendency of America is in this direction, and there is a danger in it that has not been properly recognized. While we are striving to bring up school work to a professional standpoint, the politicians are making it of greater importance that a candidate for the state, city, or county superintendency, and frequently for a principalship, has a pull" than that he be professionally trained. Training will count for little if the teacher is merely an officer. Office rarely knows merit, never acknowledges training. If the office idea wins in America, there will be little occasion for further pedagogical endowments. Every friend of the school, aye, every friend of America and of humanity, must enlist in a relentless warfare against the politician's idea of making the teacher an officer.

Is teaching, can it ever be, would it be well for it to be, a calling? There would be some advantages in this, but it is practically an impossibility. If it should be a struggle between making it an office or a calling, unfortunately the office would win. The selecting will always be in a certain sense public; and the most that can be hoped is that it will represent the better half of the people, and even then it would ultimately work against any man or set of men to pose as having a claim to a position on the ground of having been "called" thereto. We are forced, therefore, apparently, to strive to make teaching a profession. Is this possible? If so, to what extent, and by what means? In answering this question I shall eliminate all consideration of the methods of moulding public sentiment, and of bringing

to our cause the administrative elements of town or city, of county or state, confining attention to the study of the means of training the teachers to be worthy a place in the profession; in other words, to inspire them to aspire to make of teaching a profession that shall lead to the requisite public recognition of their claims to all that a profession implies.

What forces are available in producing the desired conditions? Among these are the city training schools, the state normal schools, and a few departments of pedagogy.

The root idea in a city training school is to make teaching an occupation or an office. No one pretends that a city training school, except under rare conditions, can give adequate preparation for professional work. Much can be said in its praise, but the limitations are serious. Two forces are at work in its establishment in any community. First, the superintendent wishes it as a protection against the "running in" of raw high-school graduates; secondly, the politicians wish it to enable them to force the superintendent to take their candidates. Occasionally a superintendent welcomes it as a means of moulding young teachers to his ideas.

The relation of the superintendent to the election and dismissal of teachers is fast becoming a serious matter. Skilled superintendents not infrequently lose their positions because they seek to exclude a wholly incompetent girl to whom some politician has said: "Spend a year in the training school and you shall have a place as a teacher." If the superintendent can by any persuasive art succeed in making the requirements for his training school include successful experience or previous education in a state normal school he can put up barriers to incompetents; but without toning up the requirements for admission, there is little to hope for, professionally, from the average city training school. A high-school education is not enough. Another reason for viewing this school with apprehension is the liability to inbreeding. The girls go back to the very schools in which they were taught, under the same principal with whom they were educated, with the time-honored superintendent. Nowhere in public work are new blood, new thought, new resources, so much needed as in the school system of a city. Inbreeding is one of the most definite and alarming evils of the day, educationally. A college that takes its own students for professorships is sure to come to grief, unless they have had further outside study or a wide experience between graduation and the recall. Entirely aside from the evil resulting from the leverage it gives the politician, it takes a very wise superintendent to think that any teacher he gets from outside can know as much as the young girls who have been trained according to his notion. It matters not how efficient a superintendent is nor how skilful his training teacher, it is far better for the schools that there should come into the teaching force each year quite a proportion of well-trained or experienced teachers from outside the city. The city training school has its merits, and, in lieu of something broader and better, is a blessing to the educational world, but it is not the ideal for professional training.

The state normal schools are of varying degrees of efficiency. The idea approaches the ideal. The state should furnish all the training needed for teaching. It has the resources for providing the best; it has every motive for seeking only the best methods and the best men. The state is the ideal unit for a system of training teachers. It has sufficient dignity and breadth, without getting too far away from the individual school. But the state normal schools, as a whole, are far from being ideal. They are easily ranged in four classes:—

1. Largely academic and college preparatory, estimating their success by the number of students sent to college. This class is exceedingly limited, and the test to be given it is the proportion of students who after college graduation make teaching a profession. There are no available statistics upon this point, and the estimate of those who should know is so varied as to be valueless. It is practically inevitable that those who do not choose the college preparatory course, but study to teach, are considered "second-class fellows."

2. Almost wholly academic in the sense of making good the lack of any high-school training. They are used for the improving of the young person's general knowledge; they add a little professional work. Some of these are eminently successful. If they are not strictly or even semi-professional, they do furnish a professional atmosphere, out of which come many eminently successful teachers. In a peculiar sense this school is as the teacher is.

3. The accepted, regular, state normal school. This is even now largely academic. The requirements for admission are still too low—so low that most of the energy must be given to the learning of facts and processes which lie at the foundation of ordinary scholarship. The standard must be raised; but this should in all candor be said, that a life-long inspiration is given many a youth who studies algebra and geometry, chemistry and astronomy, even arithmetic and grammar, with his thought focused upon the fact that these are to be so learned as to be taught.

The quality and intensity of knowledge is quite different from that obtained under circumstances that centre the thought upon knowing them merely to pass a college entrance examination. What there is of professional training is thoroughly practical, and stands in such relation to the learner in the act of learning as to give a rich professional vein to the entire work. Psychology is not appropriately magnified, and the latest researches are not made available; the literature of pedagogy is not duly emphasized. But these

are not the serious criticisms to be made. The danger is from inbreeding by the employment of their own graduates who have been under no other scholastic influence since graduation. Confessedly, there are advantages of intensity, of loyalty to the *alma mater*, of unity of purpose, in thus placing a premium upon one's own graduates; but the price paid for these advantages is great.

4. Those that magnify professional chairs by placing in each department a master mind. The principal of one of these latter stated the case vigorously when he said: "I will tolerate no man or woman at the head of any department who does not know more of his specialty than it is possible for me, as the administrative head, to know. It is for me to know the end to be attained by each; it is for him to attain that end, and he must do it."

The final problem is: "How shall the children of the land receive skilful training at the hands of teachers?" But long before that problem can be approached there is another to be solved: "How shall the two thousand positions in training schools and normal schools be filled with broad, scholarly, skilful teachers of a high professional cast?" This is the great educational question of America: How to furnish TEACHERS for the *teachers* of the teachers of America.

There are several sources of this supply:—

(a) The marked men in the profession, selected because of their phenomenal success. Such men were the sainted Dana P. Colburn, David P. Page, Nicholas Tillinghast, and other historic characters, who, directly or indirectly, have given us most of the great teachers who have made America what she is. This was a safer method in other days than now. Inspiration and training hold different relations in 1892 from those of 1842. Without undervaluing genius in leadership, or the leadership of genius, it may be said that the world now requires some more reliable source of supply.

(b) The elect among "practical" normal school men, chosen for their administrative skill, and their estimate of heads of departments. The only comment to be made upon these is, that they are not themselves the source of professional supply, and the question still remains: "Who shall be the heads of the professional departments?"

(c) Scholarly college men chosen because of their collegiate eminence. Too much cannot be said regarding America's indebtedness to the colleges, to their scientific research and philosophical grasp of problems; but the tyranny of tradition has held them aloof from pedagogical progress; and while their methods and sentiment prepare their graduates to do many things well, they do not adapt them to the best study of principles, methods, and devices as applied to the development of power in all children. With all humility, it may be said that the demand is for professional work that shall teach the colleges how to teach. Pedagogically considered, there is work done in some of the great American universities that could be made to suffer from comparison with the work of some humble woman in the Berkshire Hills. The universities have a grand mission in scientific research and philosophical interpretation in the realm of nature, literature, art, industry, and history, but their focus is the wisdom of maturity, rather than the maturity of childhood and youth. If the university is to furnish the country with the teachers of the teachers of the teachers, it must make this a specialty, magnified by a purpose to place the art of teaching beside that of law and medicine.

Now, in review, let us see what can be done by the various forces at command. The city training school can furnish devices, the best well winnowed—the term is not used in any narrow or uncomplimentary sense; it can give a little of the history of education; something of the literature of psychology; some of the terms in psychology. In short, it can teach *how* to teach subjects in a special way, and can give a respect for professional training.

The state normal school can even up one's scholarship; can furnish methods and train in their application; can treat of the principles of teaching exhaustively; can give a good view of the history of education; can teach much about the literature of psychology; can point toward empirical psychology and educational philosophy; in the model school it can train in the discriminating use of devices.

The teachers who are to be taught, then, need to be professionally trained by professionals who have been trained as experts, each in some one of the following departments:—

(a) Devices, scientifically developed and philosophically selected and adapted.

(b) Methods, winnowed by patient, discriminating study of experiments and experience.

(c) Principles, classically preserved through the elimination of all that is vague, mystical, and crude in the philosophy and science of education.

(d) History of education, local, national, international.

(e) Literature of psychology, clarified by pedagogical discernment.

Those who are to prepare these experts must themselves not only be masters in these departments, but must, above and beyond them, be masters in one of these fundamental specialties:—

1. Experimental psychology of children of school age, courageously electing the useful, while neglecting that which curiosity prompts for mental delectation.

2. Educational philosophy, broad, judicious, consecrated to humanity's needs.

America needs recognized leadership in educational philosophy, for without this our public school idea will never materialize; without it there will be no science of education. She

needs recognized leadership in experimental psychology, for without this teaching will not be an art. She needs to be loyal to these leaders, and out of such loyalty to develop many, who, inspired by philosophy and psychology, will become scholarly in the literature of psychology, and the history of education, and experts in the principles, methods, and devices of teaching. Without these pedagogists teaching can never be a profession. The philosophy will give us a science, experimental psychology an art, pedagogy a profession.

When will any considerable number of people enter upon the educational crusade that shall discover and develop the philosopher, psychologist, and pedagogist? Who will begin it? How shall it be done? The hour has struck; the call is for the advance.

All honor to the University of the City of New York, its president and trustees, who were the first, I think, to recognize these necessities! All honor to the noble men and women through whose labors and benefactions these beginnings have been possible! All honor to the School of Pedagogy, its president and faculty, its graduates and undergraduates, to all through whose courage and devotion this day is the precursor of better days to the profession and those whom it would serve.

BOSTON UNIVERSITY

Dr. William F. Anderson, Bishop of the Boston area of the Methodist Episcopal Church, has been unanimously elected as temporary president of Boston University, to succeed Dr. Lemuel H. Murlin, who retired January 1, 1925, to become president of De Pauw University, Greencastle, Ind. Dr. Anderson was recently transferred from the Cincinnati area, where he had served twelve years. He was graduated from Ohio Wesleyan University in 1884, and from Drew Theological Seminary in 1887. He holds the degree of LL.D. from several colleges, and is a member of the Phi Beta Society. He is a trustee of six colleges, and has had a wide range of successful executive experience well adapted to fit him for the duties of president of a large city university with many departments.

In recognition of his thirteen years of exceptional service as president of Boston University, Dr. Lemuel H. Murlin has been given an honorariam of $5,000 by the trustees. The Journal congratulates both Dr. Murlin and Dr. Anderson, and anticipates for each of them careers of ever-increasing distinction and usefulness.

DOCTORS OF LAWS

In conferring the degree of Doctor of Laws upon Mrs. Calvin Coolidge and Dr. Marion Talbot President Lemuel H. Murlin addressed the recipients as follows:—

"Grace Goodhue Coolidge, student, university graduate, teacher; daughter, wife, mother; in every station exemplifying the finer qualities of mind and heart we most admire in women; your own works praise you; you have gained the confidence, admiration and love of the American people.

"Marion Talbot, daughter of pioneers in educational progress; graduate and postgraduate of Boston University; distinguished as student, teacher, author, administrator; by example and precept a persuasive and effective influence in broadening and enriching educational opportunities for the young women of America."

WOMEN IN COLLEGE AND IN LIFE

DR. MARION TALBOT
Dean of Women at the University of Chicago

[Installation of Mrs. Lucy Jenkins Franklin as dean of women at Boston University.]

"Ought Women to Learn the Alphabet?" was the title of a delightful and timely essay published in the Atlantic Monthly three-quarters of a century ago. There was at that time no college in Massachusetts open to women, but the challenge of the author, Colonel Thomas Wentworth Higginson, was answered in no uncertain terms when Boston University was chartered in 1869. It was opened to both sexes on equal terms. In the judgment of the founders the dictum was true that "No civilization can remain the highest if another civilization adds to the intelligence of its men the intelligence of its women."

The same year that the University was opened there appeared a book by a Boston physician, Dr. Edward H. Clarke, entitled "Sex in Education," in which the author declared: "Identical education of the two sexes is a crime before God and humanity that physiology protests against and that experience weeps over."

The city of Boston so far accepted this dogma that not until 1878 did it provide collegiate preparatory training for its girls as it had since 1635 for its boys. Girls who had intellectual interests had to conceal them.

In the years that followed, Wellesley and Smith Colleges were founded and a few college women found their way to Boston from the great western universities, but only seventeen could be found to take part in the meeting called in 1881 to consider the question of forming an association of college women.

Such, very briefly, were some of the conditions affecting the collegiate education of

women in the early days of Boston University a half century ago. What do we find today? We must first realize the profound changes in our industrial, domestic and social structure which have taken place in the last century. The adaptations of scientific discovery to human relationships and conduct have been more revolutionary than we ordinarily suspect. As the little Lord Fauntleroy type of boy has been superseded by the vigorous athletic boy scout, so the girl, freed from corset and hoop-skirt and chignon, in blouse and knickers or swimming tights performs feats of physical agility and endurance which in the days of her great-grandmothers would have condemned her to a social limbus, if not to something worse.

It is true, as has been said, that the modesty of one generation is the prudishness of the next. The chaperon, once an essential feature of a well-ordered, self-respecting group, is now extinct. Even parents seem to have had their day save as the biological agents in the perpetuation of the race.

In education the situation is startling. There are now eleven colleges in Massachusetts open to women, with 9,000 women students and 521 women teaching in these colleges. In 1922, 1,686 bachelors' degrees and 147 graduate degrees were given to women in Massachusetts while in the United States more than 10,000 women were giving instruction in universities, colleges, and professional schools, and over 160,000 women were receiving collegiate instruction; 525 women are enrolled as members of the National Association of Deans of Women. The Association of Collegiate Alumnae, now known as the American Association of University Women, has over 20,000 members and 289 branches.

The relation of women to occupations is another field in which the change has been marked. Year by year the occupations in which there are no women grow fewer in number, and the women gainfully employed are steadily increasing in number.

Another profound change which has affected the relation of women to organized society has been their admission to the full rights of citizenship. There is ample evidence that there is a growing and intelligent understanding of the obligations which the new citizenship entails.

Still another significant change is the way taboo has been lifted from the discussion of sex relationships. They are not only the common subject of novel, essay, editorial, drama, and movie, but are discussed without self-consciousness or any reticence by young men and women with each other. I am often amused by the plea for education in sex matters put forth by the older generation, for there is little we can tell the college youth of today that is not better known to them than to their elders.

It is hardly necessary to point out the confusion which resulted from the Great War. Modes of living were suddenly changed and social customs modified. In criticising and lamenting the wide-spread decline of modesty and reserve among young women today, we forget how they were encouraged in the name of patriotism to make advances to strange young men during the war. It is not strange that, if not confused, they at least are carrying on the social habits which met with general approval when young men were to be entertained and cheered. It was a high price that was paid, and paid unnecessarily in the opinion of many observers.

One outstanding result from all these causes is the attitude of young women toward marriage. The inquiries of the experts sent out to the colleges by the Young Women's Christian Association revealed that nearly every student was facing the problem of how to reconcile marriage, which she greatly desired, and economic independence, which she had learned to prize. Moreover, the popular confusion of the functions of wife and mother with those of house-wife, and the conflict between the methods of maintaining a household and a family approved by social custom and the methods suggested by modern science and business and social administration presented a problem very difficult to solve and not very alluring in the light of domestic failures only too generally known.

The world's goods have increased enormously in value and probably have never been more fairly distributed. This brings to women a heavy responsibility which they are beginning to realize. The inequalities which exist under the present economic system are a source of great discontent to many young people, and with young women especially lies the opportunity of leading public opinion toward more equitable conditions.

Internationalism is a term which is on everybody's lips, but its implications and influence are more far-reaching than is ordinarily suspected. In the academic halls with which I am familiar walk students from thirty-four foreign countries. But deeper and further reaching is the growing conception of the brotherhood of men. The Christian ministry must listen to this appeal, for in truth it is the very essence of their religion. Too often, however, the young people who are eager to preach and to practice the doctrine find scant sympathy or even tolerance. It is not altogether strange that many of them believe that the Christian church is failing them, but in my opinion there never was a time when the craving for the satisfaction of religious needs and ideals was deeper and stronger.

Such, in general, is the situation in which the dean of women finds herself. She is to be the counselor and sympathetic friend of the on-coming generation of young people, eager for leadership in the new world of which their parents know little, a world presenting an infinite variety of choices that cannot be evaded, while back of her and around her is the world

of tradition and convention lamenting the "present-day dangers to individual integrity and social safety," to use the words of a well-known preacher.

If the sense of responsibility seems to be lacking in the younger generation it is in my opinion the fault of their elders who have not only not trained them to assume and to carry responsibility, but have taken special pains to remove from their path every difficulty which it would require initiative, pluck, courage, and persistence to overcome.

In former times young people took responsibilities. They should take them now. We should turn over leadership to them, telling them that we do it on the assumption that not only do they know whither they are leading, but believe it to be in the right direction.

We older college men and women should cease talking about the irresponsibility of our students and make them responsible. "College girls" is a term which should have no place in our vacabulary. Professor Lucy Salmon is right in saying that it is a term the use of which has greatly influenced for harm the position of women in the academic world. Childhood, with its joys and sorrows, has been left behind when college has been entered; manhood and womanhood, growing, dreaming, achieving, has been entered upon. Progress for all humanity is dependent on the sympathy given the younger generations by the older at this period.

THE DEAN OF WOMEN

MRS. LUCY JENKINS FRANKLIN
Dean of Women at Boston University

[Address at her installation as dean of women, Boston University.]

It is quite difficult to define a dean of women; it is more difficult to define her tasks. Not long ago a dean of women found it necessary to remove some college girls from the home of a certain landlady, and the landlady took the case to court, claiming that the dean had deprived her of her only means of support. The judge, after studying the case, said he had searched the state and national statutes and the Scriptures, and nowhere in print could he find a law stipulating what a dean of women should or should not do, and he therefore must dismiss the case.

So while there may not be any written guide book for a dean of women, there are very good suggestions. One college president has said: "A dean of women should be a wife and mother to her institution, guarding zealously the interest and the welfare of every girl within it, endeavoring at all times to bring about unity and harmony and training every moment for future leadership."

The cross-currents and questionings concerning the goal of education today are such as to bewilder and at the same time to offer a stimulating challenge.

What is education today? Some say it is learning to think. Others hold it is learning to do. Some say it is based upon science; others declare it is based upon the humanities. Some say it is for moral self-realization; others, that it is for the adaptation to environment. Some say it is for content; "no," the opponents declare; it is the mental discipline only that counts. One group cries: "Education today is vocational efficiency." "No," answer the opponents; "true education means, first of all, liberal culture."

In the face of these conflicting ideas, what guide can we have for the work that must go on every day, every hour in the classroom? We who are dealing with students every hour can not stop our work until these educational problems are solved. The only thing we can do is "to keep our heads erect, our aims sublime," and by closely observing and studying the trend of education, try to see a short distance ahead.

The economic law of supply and demand seems to be operating in education today, whether right or wrong. Some institutions, termed as conservative, have attempted to resist the pressure of demand, but most of them eventually yield. This may be the right course. It may be the reverse.

Some adherents of the old culture see us returning to barbarism, declaring vocational specialization is not and never will be education. They say we are distorting students in training them to be efficiency experts; to make a living at the expense of making a life; that we direct them from the culture of Matthew Arnold, "The best that has been thought and said," and direct them toward a narrow, sordid future that does not always bring even their hoped-for efficiency. They say we are not dealing fairly with the students, for the great majority of the very professors who give them this technical training have themselves received the liberal arts training plus the special preparation. They cite the increasing lack of interest in art, literature, drama, and religion and they blame the cross-cut methods of education for it.

A very dark picture. If it be true, then we can only hope that in the next generation, after there has been established a family educational background, that things will right themselves, and the demand will again be for a cultural foundation. The "Part I. Report" of the last "Classical Investigation" is indeed a very hopeful one. In one university of the West the Latin enrollment increased almost 75 per cent. in 1923. Perhaps Matthew Arnold was right when he said: "After a man has made himself perfectly comfortable and has then to determine what to do with himself, he may remember that he has a mind."

On the other hand, we have other pretty good thinkers, who, with John Dewey, say we are through with the old culture. It points to the past, to what has been said and thought, while what is alive and compelling in our edu-

cation moves toward some undiscovered future; that we must get our educational bearings from contact with the living present.

John Dewey argues that we have outgrown the old culture; it is nothing but imitation. A new culture must be discovered; it is something yet to be achieved; yet to be created, and he hints that we are upon the eve of that creation, and when it shall have been achieved, it will be called "The Democratic Culture." This is a very happy and a very hopeful point of view and one that needs our deepest thought and consideration. It is true the Greeks created their own culture, a culture expressed in their society, their citizenship, their religion, the building of their cities and government. That America has never done this is obvious. Is the time ripe for this great achievement? If it is, then every dean of women should be asking: "What is to be woman's part in it?"

One great difference between the Greek achievement and the possible achievement of today will be the relative position of women, We are sure, if a new democratic culture is to be realized, woman's place in it will be of unquestioned importance.

The next question that comes, then, to a dean of women is: "What kind of an education should our young women have to insure them a rightful place in this new culture?" One reason that I am happy to come back to Boston is that here, among fifty educational institutions, we have a wonderful opportunity to work out some of these questions.

Another factor that will differentiate this new culture from the old is the relative position of industry. America is industrial. There is no prospect of her being otherwise for many years to come. And education, if it is to meet the conditions, must reckon with this fact. Every large city is an industrial city and practically every large city has a college. According to statistics collected by George S. Clifford, American colleges draw more than 50 per cent. of their students from within a fifty-mile radius. He found this true even of Harvard University. Now if we have a college in practically every industrial centre of America, and if that college is fulfilling its obligations to industry, then there should be no demand for a labor college in America.

But we know there is such a demand, a growing demand. About twenty years ago, here in Massachusetts, the labor organizations attempted to obtain an appropriation for a state university, which should provide courses especially for those interested in industry. Just lately, in the state of Georgia, 100 acres of land have been given and one million dollars subscribed for the establishment of America's first labor college.

This movement is one of the most unfortunate that has ever been allowed to start in America. It is an educational tragedy. It means misunderstandings, class barriers, class hatred, certainly a thing to be deprecated by any new democratic culture.

Whatever this new culture is to be, every educator with any experience hopes to see, both in industry and education, the restoration of the joy and holiness of hard work. Mary Lyon, the pioneer in education for women, when teaching in Ipswich Seminary, wrote a letter to her mother, in which she said: "I will leave here in June. Education is coming too easily to women of this section. I am going out West where women will have as hard a time to get their education as I did." She went out West, to South Hadley, and established Mount Holyoke. The out West of today is not the "out West" of which she spoke. Take a trip through the West and see the great universities with their cathedrals of learning and millions for endowment. No, the out West of today is the centre of the large city, in the heart of industry. There you will find the educational frontier today, and until our universities realize this and extend educational opportunitiess to that frontier, there will always, from this moment on, be an excuse for a labor college in America.

When we scan the large universities to see which ones are offering opportunities to the educational frontier our eyes rest with pride upon Boston University. I had been here but two days when a young man called at my back door and asked me to buy vegetables of him, and I found that he was a Boston University boy, working this semester in order to pay his way next semester. The next day a bright-faced young man appeared at my door and asked me to take milk from the company he represented. He, too, proved to be a Boston University lad working this fall in order to enter the university in the winter. A week later a young lady asked if she might help me in my housework to pay her room rent while in Boston University.

If Mary Lyon could come back today she would still find an out West for her pioneering spirit. It was with far-reaching vision that the founders of Boston University dedicated it to the education of men and women alike; it was with the eye of a seer that President Murlin saw the possibilities of extending educational opportunities to the heart of industry, and it is a living monument to our Board of Trustees that their procuring and managing of funds has made possible the ten flourishing colleges that now comprise Boston University.

We, as educators, if we are true to ourselves, admit that we do not know what the educational future should be; we do not know what proportion of the old culture should remain in our curricula; we do not see clearly yet the new culture. We admit that we are in an educational chaos, but the chaos is a glorious one. We are experiencing now the challenge of Browning's "glory of the imperfect," and, with Browning, we are sure that the glory is in the quest.

CHICAGO PRINCIPALS

Superintendent William McAndrew of Chicago has won unanticipated vantage ground in the attitude of the Chicago Principals' Club and through this Club the ardent and sympathetic educational activity of the Chicago Daily News, probably the leading daily evening paper in America. Practically two columns each day in prominent place are devoted to the enlightenment of the public on school affairs, always. Charles H. Dennis of the Chicago Daily News says:—

"Members of the Principals' Club in interesting themselves in this important subject, in my judgment have taken a wise step that should be followed up with confident persistence. By well devised publicity interpreting the schools adequately and truthfully without exaggeration or distortion, to the community in which they constitute the chief agency of progress, the effective co-operation of many parents of school children and other interested citizens should be won. Results of such co-operation should be lastingly beneficial to all the city's legitimate interests and should afford inspiration to all its constructive forces. For the successful functioning of the schools is dependent upon good local government, which in turn is dependent upon alert and informed public opinion. Indifference to civic duty, involving as it does along with an entire train of evils, sacrifice of the schools to predatory politics, would be almost unthinkable, if there were a right understanding of the greatness of the work done by the schools and of their need for full opportunity to develop steadily and systematically upon good sound principles."

The Principals' Club's action was a protest against giving the newspaper-reading public so much sensational mention of "fights," "turmoil," "squabbles," etc.

Fred Charles of the Cleveland Plain Dealer, in his book "Publicity and the School," says: Many newswriters are as devoted to the welfare of the schools as are the school people themselves. Every board meeting, every school gathering is an avenue actual or potential to the public mind. Board members and school officials remembering this will have all meetings of such a character that newspaper reports of them are likely to benefit the schools. A great deal of news concerns contests and differences, but it is neither necessary nor desirable that bickerings be exposed to public view. Far less harmful news would be displayed if board members and school officials were careful in guarding their speech, more willing to sacrifice their own egotism for the good of the children in the schools. They can translate every meeting into terms of child welfare. This editor lists "contact with civic bodies, meetings of the Board of Education, exhibits of school work, accounts and pictures of school activities, reports, monographs and bulletins, students' publications" among the means for reaching the public through the newspapers. The newspapers need the schools; the schools need the newspapers.

In October and November the Chicago Daily News had seven signed articles on adult education, sixteen on health, eight on fundamental processes, and twenty-seven signed articles on "The Wide Awake Page."

The best of all this acciviy is the fact that it puts the Principals' Club in the leadership of progressive education in the "Chicago Situation" through "The Principals' Club Reporter."

UNIVERSITY MUSIC DEPARTURE

The New York University, Elmer Ellsworth Brown, chancellor, announces the creation of a Department of Music Education with Dr. Hollis Dann as director of the department. Dr. Dann was for several years head of the Department of Music, Cornell University, and of late has been State Director of Public School Music of Pennsylvania. He is one of the foremost leaders in public school music in America, and in New York City he will have an opportunity for the noblest demonstration of his brilliant genius and eminent leadership. His work begins on February 1.

The appointment of Dr. Dann is a step in the further realization of the comprehensive plan for the development of the work of the School of Education. Dr. John W. Withers, dean of the School of Education, commenting on the appointment of Dr. Dann, said: "The School of Education hopes to build up a department of music that will take a significant part in the work of training music supervisors and teachers throughout the public schools of the United States. We are heartily in accord with the great movement now going on to make music a vital part of the program of every public school. Dr. Dann's experience while in charge of music education in Pennsylvania has brought him into intimate touch with every phase of the problem, and his striking success in carrying through the ambitious program of the state of Pennsylvania makes him an outstanding leader in the field of music education."

"Dr. Dann will establish a department of music in the School of Education which will develop and carry on the work of the summer department of music which has been in operation at New York University for many years. Beginning with the summer of 1925 the department of music will be conducted at Washington square with the rest of the work of the summer school, where ample, comfortable and inexpensive living accommodations have been arranged for the large attendance of music students next summer. In addition to the summer courses, plans are being made for a program of training in music for year-round, full-time students. These courses will provide the training in education and in music now

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The Makers of America (5th yr.)
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The admirable organization and the clear, dramatic style of the authors vivify history and civics, and give them meaning and interest. Brimming over with the spirit of good citizenship.

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required by most states for the certification of supervisors of music and will also lead to recognized baccalaureate degrees.

"Dr. Dann formulated a comprehensive musical program in Pennsylvania. It included a complete course of study for the schools of the state, the fixing of standards for teachers and supervisors and the organization of extension classes for teachers in service. The plans made and put into operation by Dr. Dann and his assistants are now successfully serving the two million school children in the state. Fourteen normal schools are effectively training prospective teachers. Effective work is being done in the rural schools, supervisors' courses have been established at several Normal Schools. The West Chester Summer School of Music which he organized and personally directed is one of Dr. Dann's outstanding achievements in the state. This school, during each of the past three summers, has had an enrollment of more than 500 music supervisors from Pennsylvania and thirty other states."

It is a much greater achievement for a person to think and do right as a comrade of one than it is to think and do right by oneself. The introduction of a third person increases the demand upon each of the other two a hundred per cent. and each addition to the group makes new and nobler demands.

UNIVERSITY'S NON-APPRECIATION

An incident in university life in December, 1924, should not pass unnoticed. Johns Hopkins University for the first time recognized the work of professional education as worthy of a place as a college for teachers. For fifteen years Dr. Edward F. Buchner has done genuine scientific work in education at Johns Hopkins, but not until the closing hours of 1924 has it been suitably recognized. This is only a little later than the indifference of other universities. It is less than twenty-five years since Harvard University acknowledged the work of Paul H. Hanus as worthy the designation of professor. He had to serve an apprenticeship as assistant professor of the art of teaching. Those of us who remember those years can afford to smile at Johns Hopkins' delay.

Why have universities been so slow to give recognition to a profession of education?

It was not lack of appreciation of education. Harvard had given Stanley Hall an opportunity to deliver a remarkable course of Saturday lectures in Wesleyan Hall, Bromfield street, Boston, many years earlier.

William James of Harvard was delivering lectures on teaching that were published, and are today the gospel of a multitude of school men and women, and Josiah Royce of Harvard gave a course of lectures on teaching in Boston which had much influence.

John Milton Gregory of Michigan had a famous educational lecture which was published in book form, and had a fabulous sale for those days, on "Seven Laws of Teaching." One of the most eminent university men in America said in those days that all the principles of teaching could be written on the palm of the hand. It was not indifference to education, but lack of appreciation of the need of anything more than a brilliant statement of principles.

Dr. William H. Payne, first of the University of Michigan and then of the Nashville University and Peabody College, was among the first to write elaborately on a science of education. He was a great lecturer of the art of teaching scientifically, and did much to secure university appreciation of a Department of Education.

Chicago University was a notable leader when it accepted from Mrs. Blaine the first "princely gift" for a school of education. New York University's "School of Pedagogy" was one of the first spectacular demonstrations of adventure in the realm of university recognition of pedagogy.

PROGRESS THROUGH ELIMINATION

Superintendent William J. O'Shea has started something heroic in promoting progress primarily through elimination of the useless in subjects and subject method, seeking the estimate of teachers and subject supervisors as to the worthlessness of practices, old and new.

THE GOOD CITIZEN

A Textbook in Social and Vocational Civics For Junior High Schools

By

WALTER R. HEPNER
Assistant Superintendent of City Schools, Fresno, California.

FRANCES K. HEPNER
Formerly of the Harrison Technical High School, Chicago, Illinois.

The emphasis in this text is on problems of community interdependence and coöperation. These problems are studied from the point of view of the pupil, first in connection with the family, the school, and the state; next in connection with industry; and then in connection with government. This organization enables the pupil *to see government as a natural outgrowth of the social and economic life* of the community.

The material is arranged to aid the pupil later in making an intelligent choice of his vocation.

470 pages. Nearly 200 reproductions of photographs, and a considerable number of diagrams and charts. $1.40, postpaid.

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The superintendent seeks from each teacher through her district superintendent "a frank and specific answer to the following question":—

Considering only the needs of your pupils and classes, what if anything would you omit from those parts of the courses of study which you are now teaching or supervising?

Suggested additions or substitutions are not invited at this time. No new study is requested.. It is not necessary to give reasons for the eliminations suggested because I am most interested, at the present time, to learn where, if at all, our present courses of study contain elements which seem to those who use them to be of doubtful value, wasteful or obstructive rather than necessary or positively helpful.

The answers should include entire subjects, if any, as well as parts of subjects and topics which teachers and supervisors think should be omitted.

Those who think that eliminations are necessary or advisable should suggest such eliminations briefly, without hesitation, even though they are not prepared to offer substitutions.

Teachers and supervisors who have no eliminations to suggest should state that fact in writing.

I should like to receive reports from district superintendents, giving summaries of the eliminations proposed by the teachers and supervisors in their districts and their own recommendations as to eliminations. Reports should state also the number of teachers and supervisors in each school and each entire district who do not think that any subjects or parts of subjects should be eliminated.

This effort to eliminate the needless from school practices and base all action upon the estimates of classroom teachers and supervisors of subjects as they are winnowed by the district superintendent to whom the teachers report, is one of the most important functionings of professional supervision of which we have known in any large city.

It gives the classroom teacher all possible opportunity to seek improvement in the conditions of work.

It requires the classroom teacher to think of her work purely from the "needs of her pupils and her class."

It makes every teacher take responsibility for saying to what extent she is satisfied with things as they are.

It confines her expression to what she would eliminate and not confuse it with the various possible improvements.

It limits her suggestions as elimination to her own work rather than such general criticisms as are altogether too common.

Every teacher's estimate is to be weighed and measured by the estimate of other teachers in her school and district rather than with a miscellaneous educational public.

In every way Superintendent O'Shea seeks immediate information from all classroom teachers and all subject supervisors regarding the value of everything traditionally preserved in the school work of the city.

MAKING GOOD CITIZENS

JEREMIAH E. BURKE
Superintendent of Schools, Boston

A committee of Boston principals has prepared an outline for the guidance of teachers in their efforts to develop better citizenship. This outline has been approved by the Board of Superintendents, and will be printed as a school document. Discussing this outline, Dr. Burke writes:—

"The most worthy type of citizen of our republic possesses in a high degree the following fundamental virtues:—

"He appreciates truth and has an established habit of speaking truthfully. He has a keen sense of justice, thereby recognizing mutual rights and refraining from infringing on the rights of others. He recognizes that he has obligations and endeavors faithfully to fulfill them.

"He recognizes and respects all the rights of others. He recognizes rights and duties which are his own and uses good judgment in the exercise of them. As a consequence he is law-abiding, obedient, and works with others for the common weal.

"He has a proper sense of loyalty and is loyal to his family, his institutions, his community, his country, his faith, and to any worthy cause in which he believes.

"He either initiates or participates in the good movements of his community, city, or state.

"He has a practical respect for industry and thrift. He not only keeps himself out of the poorhouse and makes a respectable living, but provides sufficiently for those for whom he is responsible and for those dependent upon him.

"He has a practical humility in that he appreciates his dependence on his fellow-citizens and others, and senses his own obligations to them. He is kindly disposed in thought, speech and act, always giving the other person under judgment the benefit of a doubt.

"He is not only just but is benevolent, inclining to give to others more than is their right; that is, to some extent at least, he is an altruist. He is a searcher for the good in persons, institutions and in reform measures; is constructive, not destructive in influences and action. He is actuated by lofty motives rather than by a desire for his own pleasure or aggrandizement.

"The good citizen is the one who, because of the nobility of his character and the resulting usefulness of his life, is a constructive force in his community. If, then, we would train the children in our public schools to be good citizens, our conscious and constant aim should be to develop qualities of noble character."

TEACHERS COLLEGES AT CINCINNATI

As usual one of the notable features of the midwinter meeting of the N. E. A. will be the meeting of the American Association of Teachers Colleges, February 20-21.

This program is always intensely professional, thoroughly practical, and nobly inspiring. It stays on the track with absolute safety and goes on the track into the future with great speed.

Here are the topics for the Cincinnati meeting:—

"The Unique Place of the Teachers College in American Education."

"Ten Points in Building a Teachers College."

"The Opportunity and Responsibility of the Teachers College in Developing Its Graduates; The Visiting Teacher's Point of View."

"New Factors in California's Teacher Preparation Program."

"The Mill Tax Method of Support in State Normal Schools and State Teachers College and Junior College."

"The Present Status of the State Teachers College Curriculum and What to Do About It."

"Reports and Classification of State Teachers Colleges in Bureau of Education Publications."

"Recommendations with Respect to Degrees Offered by State Teachers Colleges."

"Standards for State Teachers Colleges."

"The Teaching Load or Service Load in State Teachers Colleges."

"The General Organization of the Curriculum in Standard Four-Year State Teachers Colleges."

"The Status of Social Studies in Normal Schools and State Teachers Colleges."

"Standards for Buildings for Normal Schools and State Teachers Colleges."

We have never seen a convention program of any kind that held itself quite so closely to its present needs as does this, and the speakers are equally well selected: R. L. Marquis, Denton, Texas; Joseph Rosia, Fairmont, West Virginia; Howard Nudd, New York City, chairman, National Committee on Visiting Teachers; Vernon M. Riegal, Columbus, Ohio; Bruce Payne, Nashville, Tennessee, Peabody College; John J. Tigert, United States Commissioner of Education; C. L. Phelps, Santa Barbara, California; Frederick L. Whitney, Greeley, Colorado; George W. Frasier, Greeley; Frank M. Phillips, Washington, D.C.; W. P. Morgan, Macomb, Illinois; H. A. Brown, Oshkosh, Wisconsin; L. B. McMullen, Flagstaff, Arizona; R. S. Newcomb, Ada, Oklahoma; N. H. Dearborn, and E. S. Evenden, Teachers College, New York City.

We cannot imagine a better group of live-wire men. Certainly President Guy E. Maxwell of Winona, Minnesota, and Secretary H. C. Muniel, Oxford, Ohio, have done a masterstroke of professional business.

Who will pay *your* doctor, *your* nurse and *your* board bill when *you* are sick?

YOU cannot possibly foresee just when you will need T. C. U. protection. It may be this month—or this week.

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It will pay you $50 a month when you are disabled by Sickness or Accident. It will pay you $25 a month for illness that does not confine you to the house, but keeps you from work. It will pay operation benefits in addition to other benefits. It will pay you a 20 per cent. increase in sick benefits for two months when you are confined to an established hospital. It provides operation benefits after your policy has been maintained in continuous force for one year. It will pay you $50 a month when you are quarantined and your salary stopped. It pays regular indemnities of from $333 to $1,500 for major accidents, or for accidental loss of life. All benefits are doubled for travel accidents.

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SOME WRITINGS BY THE EDITOR

It has been our practice to say on the platform that we have done nothing, personally, just merely seen what others have been doing and reporting it.

For this saying we were taken severely to task by a really great man who said that any one who had written as many books as we have written had no right to say that, and, candidly, it was a surprise to me that I have written so much that has gone into books and booklets, and a record of some of these may be justifiable.

"Methods and Principles in Bible Study," 1881, was the turning point in my activities. It was given exuberant praise in the press, led to my first pay writing for magazines, to my first National Convention platform opportunities and within five years took me to the life on the Journal of Education where my activities have been centred more than a third of a century.

"Horace Mann" is the only life of Horace Mann, aside from the five-volume edition, that gives any appreciable view of his real activities in Massachusetts. This has recently been republished in the Journal of Education.

"Great American Authors" was paid for in manuscript and no copyright returns were made, but it was the only book that grouped the activities of Horace Mann, Henry Barnard, Newton Bateman, John D. Philbrick, Mary Lyon, and a few others. The publishers transferred their business to a much larger house and it was lost in the shuffle.

"The Shop" ran as a serial in the forerunner of the Christian Endeavor World, and attracted so much attention that a prominent Boston publisher issued it in attractive form, and it decidedly broadened my clientele.

"Jukes-Edwards," a study in heredity, ran as a serial in the Journal of Education, and was published in Pennsylvania and had a large sale and great influence. A pastor sold more than 500 copies in his parish. Many pastors and several denominations made it a feature of their work. It is the only study of the character and personality of practically all of the descendants of one man for a century and a half, as this studies the descendants of Jonathan Edwards. It also contains a graphic account of Mr. Dugdale's study of "The Jukes." It led to the passage of a notable law by the Pennsylvania Legislature. This is now republished as "Heredity."

"The Louisiana Purchase," in collaboration with the late Robert W. Wallace, was the popular account for school use of the history celebrated in "The Louisiana Purchase Exposition."

"Danger Signals for Teachers" is unquestionably the most useful, professionally, of all our books and is the one present-day output, the one most characteristic of the author.

Booklets have been almost innumerable. Indeed, we have no record of many of them that sold by the thousands in their day. Some of those are outstanding:—

"Cold Cheer at Camp Morton" was the one publication that was a sensation in its day, 1892. An attack had been made on the treatment of prisoners at Camp Morton, Indianapolis, by a brilliant magazine writer. It chanced that I was at Camp Morton, "on the parapets," at that time and made a reply which was widely published in the daily press of the large cities and was then issued as a booklet.

"Music in Public Schools," read at the Nashville meeting of the National Education Association, was published as a booklet and tens of thousands used. It was the first equally popular championship of music as a public school requirement and was thought to have had large influence in legislation for public school music.

"Appreciation of Appreciation," read at an annual meeting of the Federation of Music Associations in Chicago, had a reception which justified its publication as a booklet and it attained a large circulation.

"The Banker's Vision," read at an annual meeting of the Bankers' Association of the Northwest at Fargo, attracted sufficient attention to lead to its publication as a booklet.

"Educational Preparedness" circulated more than 100,000 copies and is thought to have had large influence in the salary campaigns of 1917-21. The evidences are so definite that one cannot doubt its influence.

"Why Graduate," the latest of these booklets, is issued in ten thousand editions and its influence is beyond estimate. Schools are using it as a graduation exercise with an effect that is said to be really quite thrilling. Chambers of Commerce, Rotary Clubs and other organizations buy it in quantity. One Chamber of Commerce purchased 5,000 copies for use in the city.

No one can be as surprised as is the writer at this grouping, because it has all been incidental, because authorship has never been the ambition of the writer.

HEREDITY

JUKES-EDWARDS FAMILIES

This is the greatest contrast of family inheritance that has ever been published. There has never been a study of a noble American family for two hundred years except this study by A. E. Winship.

There is no other American family with such a record as this and there is no other study of this family.

The book, which was first published twenty-five years ago and had a large sale and great influence, has been out of print for some time. In response to numerous requests, we have decided to republish it.

Every superintendent, principal and teacher in America should read this remarkable study in education and heredity.

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JOURNAL OF EDUCATION

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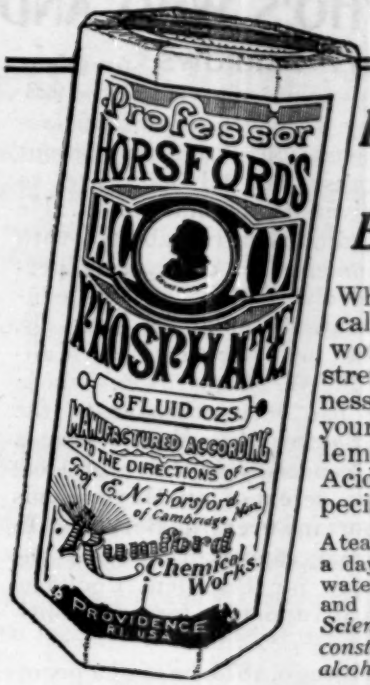

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Mathematics for the Accountant, **by Eugene R. Vinal, formerly Professor of Actuarial Science, Northeastern University, Boston.** $3.00

In which titles are you interested?

THE GREGG PUBLISHING COMPANY

NEW YORK CHICAGO BOSTON SAN FRANCISCO LONDON

WHO'S WHO AND WHAT THEY DO

DAVID PRESCOTT BARROWS, president of the University of California, 1919 to 1923, resigned without any suspicion of dissatisfaction with his administration within or without the university, because he did not care to devote his life to university administration. He is a man of large administrative ability, with high scholarly attainments, of captivating personality, socially and civically, as well as educationally. All indications now are that Dr. Barrows will be the next Governor of California, succeeding F. W. Richardson, whose educational attitude has been offensive to the school people. Dr. Barrows has always been a famous vote-getter, especially in a recent local contest, in which his defeat of ex-Mayor Louis Bartlett was an important event in Berkeley. In the recent presidential campaign he was the most effective speaker for President Coolidge. He is now the logical candidate for any political promotion.

Although born in Chicago, 1873, he is of a prominent Maine family. His first graduation was from Pomona College; earned his master's degree at the University of California, and his Ph.D. at Columbia. He was city superintendent of Manila, and director of education for the Philippines. He was colonel in cavalry service over seas in 1917-18. California has no more distinguished citizen than Colonel David Prescott Barrows.

K. A. KIRKPATRICK, president of the National Association of County Agricultural Agents, one of the most serviceable groups of educators in the country, is county agricultural agent of Hennepin County, Minnesota, Minneapolis. Mr. Kirkpatrick has a national reputation as a leader in the promotion of agriculture and rural community service through public schools. He is from Keokuk County, Iowa, one of the most famous rural counties in the country in the production of eminent educators. Mr. Kirkpatrick has a brother, a graduate of Cornell University, Ithaca, who is high man in sociology in Washington, D.C. Homer H. Seerley, president of the most famous State Teachers College in the country, Cedar Falls, Iowa, who is not only the dean of presidents of Teachers Colleges in length of service, but in professional achievement; Walter S. Athearn, dean of religious education in Boston University, by far the most noted leader of religious education promotion in the country; Harlan Updegraff, president of Cornell College, Iowa; Professor Cap E. Miller, State Agricultural College, Fargo, North Dakota, dean of graduate work in farm economics; William H. Gemmill, Des Moines, president of the Iowa State Board of Education, are a few of the men of national eminence whom we can recall as products of the public schools of Keokuk County, Iowa.

W. E. HARMON, for several years state superintendent of Montana, was elected treasurer of Montana on November 4. Mr. Harmon has been in the state legislature several terms, and in various ways has appealed to the public for support, and never without success. This year the party thought he might be needed as a "vote getter," which, as always, he proved to be. We can recall no other school man who has so many times in so many ways been so emphatically endorsed by the voters as has Mr. Harmon.

MINNIE NIELSON, state superintendent of North Dakota for several years, was re-elected in the hectic political campaign of this year, which was a notable victory. No state superintendent has had a more trying situation than Miss Nielson has always had, and there was a general sentiment that her re-election this time was doubtful. Never has her election had quite as great significance as it does at this time. The noble defeat of the nefarious proposition to reduce all taxes twenty-five per cent and the re-election of Miss Nielson were two really remarkable triumphs for North Dakota.

IRA RICHARDSON, dean of Education, Reed College, Portland, Oregon, has had exceptional opportunities to master the art of teaching and the science of education. Since retiring from the presidency of the State Teachers College, Maryville, Missouri, four years ago he has worked in various State Teachers' Colleges and Departments of Education in various universities, either as a substitute professor or in summer sessions. His work has been in California, Oregon, Washington, Wyoming, and Colorado. He has, incidentally, lectured all over the Pacific Northwest, and has officially and professionally visited more then one hundred high schools. We have known no other educator who has had the same opportunities for professional equipment that Professor Richardson of Reed College has had, and no one could make better use of opportunities than he has made.

EDWARD CURTIS FRANKLIN, who wins the William H. Nichols's medal for 1924, is professor of organic chemistry in Leland Stanford University. The medal was established to stimulate original research, and was bestowed upon Dr. Franklin "for the research published during the year which in the opinion of the jury is most original and stimulative to further research." Last year Dr. Franklin was president of the American Chemical Society. He has been a member of the faculty of Leland Stanford since 1903, prior to which he was on the faculty of the University of Kansas for fifteen years.

Stone's Silent Reading

Under the general editorship of CLARENCE R. STONE, author of "Silent and Oral Reading." The books, which furnish specialized training in silent reading, are intended to supplement the basal readers. Book One of the series is planned for use in the later half of the first grade and the first part of the second grade. Full Suggestions to Teachers are included in the texts.

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EDUCATIONAL FORUM

2261 Neil Avenue,
Columbus, Ohio.

Dear Dr. Winship:

On page 400 of your October 23 issue, second column, last line second complete paragraph, is a statement in your article on the Jukes-Edwards families in which you say: "No one could get along with Hamilton except Washington."

Some time ago, it was my business to examine with care the record of the relations between Washington and Hamilton. Twice, Washington excused Hamilton from his service, once when the young man was aide de camp in the army, and once when considerably older, Hamilton was asked by him to resign as Secretary of the Treasury. In each case, Hamilton immediately left the service, and in each case, George Washington, for reasons of state, concealed the facts lest the public welfare suffer. Following his example, I will not state them.

You will find the outlines of the facts in several different books including several of the volumes in the American Statesmen's Series. If you care to go into the cases thoroughly, there is a great abundance of source materials now easily available. One of the books worth looking into is that collection of letters by Gath, the famous correspondent of the Chicago Tribune, issued under the title "Washington Inside and Out." This book also helps to an understanding of the Burr-Hamilton duel. A recent article in the Saturday Evening Post on Theodosia Burr is of assistance. But the mass of the material is too great for it to be dealt with satisfactorily in a letter.

Aaron Burr was much the ablest of all the descendants of Jonathan Edwards; but he fell upon evil times and bitter feuds, and he lacked the one corrective of all enmities, a faith in the ultimate sanity of the universe. In my opinion, contrary to all the textbooks, though far from a good man in some respects, he was on the whole in morals fully the equal of Alexander Hamilton. As frequently happens, the survivor of the duel was held up to public execration and the victim was sainted whereas, if the result had been opposite, Burr would have become a hero with a halo. You suggest this in your treatment.

Burr had a wonderful mind in the variety of interests, he had wonderful powers of oratory, he was always far more attractive personally than his rival; but the stain of blood was on him after the duel.

Lyman Beecher had much to do with this painting of Burr as wicked and of Hamilton as righteous; he did this in order to make dueling odious, as it undoubtedly is and should be. But there has resulted "a Hamilton cult" that insists upon styling him as the greatest of all American statesmen, which the records fail to justify. In saying this I desire not to be understood as setting up Thomas Jefferson as an irreproachable patriot far superior to Hamilton or Aaron Burr as a man to be reverenced by youth or adults. The two men who in the early period emerge as foremost and most admirable are Washington and Marshall.

Very respectfully yours,
William E. Chancellor.

—o—

ON TO MEXICO CITY

The officials of the National University of Mexico will sincerely appreciate the favor if you will publish this letter in the next issue of your periodical, or at least make a brief announcement of the 1925 Summer School for American teachers, to be offered by the National University.

The National University is operated by the Mexican government, and is in no sense a profit-making institution. The first session of the Summer School was held in 1921, and was attended by approximately 300 American teachers. It is believed that the fifth session, to be held next July and August, will attract at least 500 teachers from the United States.

The faculty of the 1925 Summer School will be composed of professors of the University, together with several highly trained specialists from the United States. Most of the courses will be conducted in Spanish, but there will also be a number of general culture courses for matriculants having no knowledge of Spanish.

Mexico City is cooler than Denver during the summer months, thus being an ideal place for study. The many sight-seeing trips to be offered under University supervision will include visits to world-famed archaeological ruins, pyramids that rival those of Egypt in size and interest, and to many other places of archaeological, historical or scenic interest.

The primary object of the National University in offering a Summer School for American teachers is to assist in promoting a more complete rapprochement between Mexico and the United States. The hundreds of American teachers who have attended the preceding summer sessions have returned to their country with an altogether different and more favorable viewpoint as regards Mexico,—a viewpoint that will naturally be accepted by the thousands of students coming under their influence.

The National University of Mexico, therefore, respectfully requests your valued co-operation in bringing to the attention of American teachers this announcement of the 1925 Summer School. Complete information may be obtained by addressing Sr. Manuel Romero de Terreros, Secretary of the Summer School, Universidad Nacional de Mexico, Mexico City.

Yours very truly,
Manuel Romero de Terreros,
Secretary of the Summer School.

—o—

THAT'S WHAT I CALL A FRIEND

One whose deeds are a little whiter,
That's what I call a friend.
One who'll lend as quick as he'll borrow,
One who's the same today as tomorrow,
One who will share your joy—and sorrow,
That's what I call a friend.
One whose thoughts are a little cleaner,
One whose mind is a little keener,
One who avoids those things that are meaner,
That's what I call a friend.
One when you're gone who'll miss you sadly,
One who'll welcome you back gladly,
One who though angered will not speak madly,
That's what I call a friend.
One who's been fine when life seemed rotten,
One whose ideals you've not forgotten,
One who has given you more than he's gotten,
That's what I call a friend.

—Burroughs' Bulletin.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

FORTUNA. By Enrique Perez Escrich, and **LA GOLONDRINITA, EL GATO, Y EL MONO,** by Juan de las Viñas. Edited, with exercises and vocabulary, by Ruth A. Bahret, Washington Irving High School, New York City. Cloth. Illustrated. vi +153 pages (55 pages text). New York, Cincinnati, Chicago: American Book Company.

"Fortuna" is one of the most famous short stories in Spanish, and deservedly so. It portrays the affection existing between a dog and his boy master, and the devotion of the dog when his little friend is in peril. Pérez Escrich, the author, was one of the most prolific of Spanish writers, and his style too often bore evidence of haste in composition. No such criticism can be made, however, of "Fortuna." In simplicity and terseness of style as well as in its content, it is a veritable masterpiece. It has always been a favorite in elementary classes in Spanish, for which it is especially adapted not only because of the subject, but because of the straightforward way in which the story is told, and the freedom of the language from real difficulties of a syntactical or idiomatic sort. "The Little Swallow, the Cat, and the Monkey," a shorter story which Miss Bahret has included in the book, is of similar interest, of about the same difficulty, and contains much lively humor. The editor has provided up-to-date exercises based on the text, utilizing all the most approved devices and providing needed grammar review. Lists of idioms and Spanish-English and English-Spanish vocabularies complete a satisfactory book. A number of attractive illustrations add to the interest of the stories. Miss Bahret is to be congratulated on doing a worthwhile piece of work in a worthwhile way.

TEACHING WHAT TO READ AND HOW TO READ IT. By Marion Paine Stevens, M. A., Ethical Culture School, New York City. Cloth. 380 pages. Boston, New York, Chicago: D. C. Heath and Company.

The Ethical Culture School of New York City has made many notable contributions to pedagogical literature, of which the present work of Miss Stevens is an important factor.

The originality of the title signifies the professional trend of Miss Stevens' thought. She discriminates clearly between reading for knowledge and reading for power and devotes this book to reading for power, or as she says to "Literature of Power." She makes much of the fact that "Learning to Read and Reading are Parts of One Process." She makes it clear that you cannot wisely separate "learning to read" from "reading to learn." She insists that we are always learning to read and always reading either for knowledge or power. It is not feasible to develop first one of these phases and then the other. From the day the child starts to master the mechanics of reading he must think of what he reads. We are no longer content to have a child learn to read: "I go up. Do I go up? Did I go up? I did go up. May I go up? You may go up. May he go up? He may go up" and on for a hundred "go ups." Even then the child was supposed to think of the power suggested in the reading.

Miss Stevens worships at the shrine of the educational masters of the art of reading, as De Quincey, John Morley, Noah Webster.

An inspiring feature of "What to Read and How to Read It" is the way Miss Stevens magnifies the different purposes for which one reads, as for facts, for constructive thinking, for enjoyment, etc. She emphasizes the importance of having a different method for each purpose. She makes clear that in a variety of ways it seems to be necessary to prepare the minds of children for purposeful reading. She thinks the problem or project type of study provides for children incentives for varied reading.

We have merely vaguely hinted at the vast suggestiveness of "Teaching What to Read and How to Read It," and it would require pages of the Journal of Education for us to speak even in a general way of the helpfulness of the book in the use of a Third, Fourth, Fifth and Sixth School Reader. While gauged for "The Kendall Readers" it will be of great value with any series of school readers.

INSTINCT: A STUDY IN SOCIAL PSYCHOLOGY. By L. L. Bernard, University of Minnesota. New York: Henry Holt and Company.

The future of educational progress will be determined largely by the quality of books that are reverently read by educational leaders and their disciples.

Educational leaders will be those who think clearly, write vigorously, and deal with creative issues, rather than those who merely putter interestingly with incidental attractions.

The great leaders will be found probably among those who wrestle with the problems of psychology in biology and sociology rather than in philosophical psychology or even pedagogical psychology.

There is no more vital educational problem to-day than the study of "Instinct in Social Psychology." The traditional educational psychological view of "Instinct" is challenged by the keenest thinkers.

We have seen the old notions of faculties go into discard with scythe and sickle, oxen and their yokes, and now we are liable to see old-fashioned notion of "Instinct" challenged as Einstein's challenge of the sacred theories of physics. All varieties of Fundamentalists are having an uncomfortable time.

"Social Psychology" has the right of way just now. There are educational signals to make professional thinking safe just as there are traffic signals. A judge recently gave an automobilist in New York a savage sentence for not observing traffic signals. The judge said the only real safe way for any one to cross New York was to go up to Albany on one side of the Hudson river and come back on the other side. Just now it is wise to test all theories of psychology by its functioning in sociology, and L. L. Bernard's "Instinct" is a book that must be read with discernment before one aligns himself with any philosophical or biological view of "Instinct." It is a book of facts to the end of the limit, and it presents, first and last, every respectable theory of instinct past, present, and future. If one has not read discriminately Bernard's "Instinct, a Study in Social Psychology," it will be wise to avoid all thinking about "Instinct."

APPLIED BUSINESS ENGLISH. by Hubert A. Hagar, and **APPLIED BUSINESS CORRESPONDENCE.** by Rupert P. SoRelle. Cloth. 144 pages. New York, Chicago, San Francisco, and Boston: The Gregg Publishing Company.

At Copley-Plaza Hotel, December 12, for seven hours some two hundred commercial teachers from various New England cities voiced appreciation of the Gregg men and measures in discussions, in demonstrations of speed, in psychological opinions, and in feasting, and two names came in close after that of Mr. Gregg himself, and these were the names of Hubert A. Hagar and Rupert P.

SoRelle, and this intensely practical book for students and teachers of Business English and Correspondence suggests why these men are highly appreciated by men and women interested in commercial subjects.

It is thirty-six years since Mr. Gregg came to Boston with a system of shorthand, with which he battled his way into recognition. We were interested in his personality before we knew aught of his system. We spoke of him and gave the right hand of fellowship as we have often tried to do because of his pluck and determination. We doubt if any one has followed his remarkable career with greater interest for a quarter of a century than have we, and evidently the Gregg enterprise is still in its virility period.

PRECIS WRITING FOR AMERICAN SCHOOLS. Methods of Abridging, Summarizing and Condensing, with Copious Exercises. Edited by Samuel Thurber, Newton High School. Foreword by Charles Swain Thomas, Harvard University. 8 Arlington street, Boston: The Atlantic Monthly Press.

Any book by Samuel Thurber has commanded my admiration from the day that I read his first book. He has meant to me much that Henry Van Dyke has meant. He has a personality with his pen that is pedagogically irresistible.

To justify this reference to our admiration we quote from his preface:—

"No questions that face us who teach English in secondary schools are more important than these: Why is it that our students think so little when they read? What can we do to develop in them the habit of reading sentences through to the end, of weighing and considering the subject in hand, so that they really understand the thought of a paragraph? What methods can we employ to discourage that hasty, thoughtless skimming of words which leaves in the minds of youth neither clear-cut image nor abstract idea? It is now more than twenty years since I began the regular practice of requiring my students to write out frequently the gist of paragraphs of prose from Irving, Scott, and Hawthorne in the lower classes, from Burke, Macaulay, Carlyle, and Ruskin in the senior year. These summaries were always short—generally only a sentence or two each; they took but a few minutes to write and still fewer to read; boys and girls, I soon found, rather enjoyed writing them; best of all, they developed, as time went on, a habit of more thorough reading, and an ability, in some cases, to dig out the central thought of a passage of fairly stiff prose."

Précis (pray-see), literally "a pruned or cut-down statement." It is not a paraphrase or a translation. It is the essence of the paragraph. It is an intellectual exercise. It banishes looseness, vagueness, and diffuseness. It means close thinking, clear judgment, orderly arrangement. This text is for English composition in secondary schools, especially where college preparatory work is magnified, because it brings enduring results. "Précis is an educational creation for which we must thank the teachers of masterful English in England.

LITERATURE IN THE SCHOOLS. How to Present Poetry and Make Book Lovers. By Marian A. Dogherty, Hancock Junior High School, Boston. Cloth. 172 pages. Boston: Little, Brown & Company.

Whatever the Boston schools may not do, they certainly teach with great skill and devotion appreciation of good books, poetry as well as prose. The Hancock School is in the non-native American section, in a most congested section; in a section where women and children are employed in money-getting ways. This has been so for sixty years and more. For all these years the Hancock School has been famous for its influence on the people through the improvement of the reading of the children. It has been said by those who have opportunity to know that a larger percentage of the young people patronize the public library than from any other school district in the city.

Visitors who come to Boston to see the schools have been in the habit for fully sixty years of making the Hancock School one of the schools to visit with especial reference to the work in literature. We have known no one who has a better record in making children "Book Lovers" than has Marian A. Dogherty, and this book of hers tells clearly, yes, brilliantly, what is being done in the Hancock Junior High School, what has long been done there, only the work is better and the achievements are greater each decade.

The best teacher of literature will teach literature better if she reads this book, and any teacher will teach literature fairly well if she reads Miss Dogherty's book.

JAPANESE FAIRY TALES. By William Elliot Griffis. Cloth. Eight colored illustrations. 219 pages. New York: Thomas Y. Crowell Company.

To Dr. Griffis the reading world is indebted for many strange and fascinating tales from across the sea. A world-traveler himself, who has resided by turns in several lands, he has brought back to us the fairy and folk lore of the out-of-the-way places. Such stories give graphic pictures of local manners and customs. The stories of a nation reflect the nation itself.

There are more than twenty stories, whimsical, fantastic, and humorous by turns. They will perhaps give many readers a different attitude toward the mind and heart of Japan than may be gained from newspaper accounts of Japanese outward activities. Eight illustrations in color lend added attraction to the unusual text.

SAFETY FIRST FOR SCHOOL AND HOME. By Harriet E. Beard, supervisor of Safety Education, Detroit. Cloth. 223 pages. New York: The Macmillan Company.

Of every one hundred persons who die in the United States six lose their lives violently because some one is careless. In the World War in nineteen months 77,188 American soldiers lost their lives in battle. During the twelve months of 1920 there were 68,697 violent deaths, exclusive of suicide, or at the rate of 108,756 in nineteen months.

Education is the first step toward the elimination of accidents in factories, homes, and streets, and Miss Beard's book is sure to save thousands of lives each year if it is universally used in schools.

BOOKS RECEIVED

"Problems in Architectural Drawing." By Franklin G. Elwood. Price, $2.25. Peoria, Ill.: The Manual Arts Press.

"The Johns Hopkins University Studies in Education." Edited by Edward F. Buchner. Price, $1.15. Baltimore, Md.: The Johns Hopkins Press.

"The Purpose of Education." By St. George Lane Fox Pitt. Cambridge: Cambridge University Press.

"The History of the United States." By William Backus Guitteau. Price, $1.96.—"Teaching Junior High School Mathematics." By [illegible] C. Barber. Price, $1.20. Boston: Houghton Mifflin Company.

"Physical Education for Elementary Schools." By Monica R. Wild and Doris E. White. Price, $1.00. Cedar Falls, Iowa: Iowa State Teachers College.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Elmer E. Bogart, principal of the Norris High School, New York City, since 1919, is one of the distinctly professional principals in the city and is eminently efficient in civic affairs. Mr. Bogart has served on syllabus and regents examination committees for the state and as regional chairman of the Middle Atlantic States for the American Classical League investigation of the classes. He is vice-president of the Headmasters' Association, has been active in the Bronx Board of Trade and in the Bronx Tuberculosis Association.

—

Summer school attendance in North Carolina has grown in four years from 2,690 to 4,257. This year 84.5 per cent of all negro teachers in North Carolina attended summer school. Of this number 362 were at Hampton Institute six to twelve weeks, and approximately 100 others attended Columbia University, Chicago University, and other similar institutions.

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Every school child in the town of Union, New York, got a pair of shoes for a Christmas present, the gift of George F. Johnson, the millionaire shoe manufacturer of Binghamton. He distributed 5,700 pairs of shoes among the children irrespective of their social condition. It is a Christmas present and not a charity. He also arranged for an unlimited supply of sleds that retail at $3 each, which were sold at the community stores for $1 each. The sleds cost him $1.75 each wholesale.

—

In 1921 there were thirteen accredited high schools for negroes in North Carolina. All of these except four were under private or church control. In 1922 the number was 17, in 1923, 24; and in 1924, 34, of which 12 are public high schools. Thirteen or more are expected to be standardized by 1925. At this rate of increase there should be 100 colored high schools in five years—80 of them public. The enrollment in standard high schools for this year follows: First year, 1,467; second year, 1,058; third year, 779; fourth year, 500. The enrollment in non-standard high schools last year was 1,547.

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Yale University announces the receipt of a fund of $15,000 from Walter E. Hope, president of the Princeton Club of New York, for the Princeton Club of New York scholarship, established by the Princeton Club of New York in honor of the Yale Club of New York in commemoration of their joint association during the World War. This scholarship is to be awarded by the bureau of appointments of Yale University in the spring of each year to a member of the junior class in Yale College or the Sheffield Scientific School, chosen because of his outstanding character, personality, and capacity for leadership and service as evidenced by excellence in scholarship, athletics, and other undergraduate activities.

—

Four years ago in North Carolina there were no definitely organized courses offered for training teachers in the normal schools above the high school level. This year the enrollment has already reached 216. Nearly a hundred of these students will graduate next June with primary or grammar B certificates. Of the 216 students enrolled in normal departments there are fifty-one who are former teachers—people who have taught from one to ten years. In addition, fifty-nine former teachers are now enrolled in the high school departments of the normal schools, thus making a total of 110 former teachers enrolled this year in these institutions. In the teacher-training departments in ten private schools 348 students are enrolled. Of this number 255 are in the high school and ninety-three are in the college. North Carolina towns and cities draw heavily upon Howard, Fisk, Wilberforce, Lin-

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coln, Hampton, Tuskegee, Atlanta, and other institutions for their teachers. Nearly 6,000 negroes were enrolled in high school in North Carolina last year. Approximately 750 will graduate from the fourth year of high school next spring.

—

Miss Martha Ostenso, twenty-four, a Manitoba school teacher, has won $13,500 for her novel, "The Passionate Flight," which was one of 1,500 submitted in a contest conducted by Curtis Brown, Ltd., in behalf of a book publishing corporation, a magazine, and a motion-picture company. It was her first attempt at writing.

—

Denton McBean, eighteen, recently suspended from the Lewis and Clark High School because he was married, was ordered reinstated recently by the county superintendent of schools after the case was referred to him by the Superior court. "I cannot believe the legislature intended that a person should be denied the advantages of an education merely because he happens to be married before he arrives at the age of twenty-one," said the superintendent.

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Dr. John Grier Hibben, president of Princeton University, formally opened the Eno psychology laboratory, the first building solely for this purpose in the country. The structure is dedicated to Henry Lane Eno, formerly connected with the psychology department. His contributions formed the major part of the fund necessary for the erection of the building. While Professor Howard C. Warren, head of the psychology department, will have charge of the laboratory, it will be in the immediate supervision of Professor Herbert S. Langfield, formerly of Harvard, who was chosen for the purpose of conducting experiments in mental research. It is a feature peculiar to psychology that each experiment requires a single room. Since the work is on human material results would usually be vitiated if several experiments were carried on at one time in the same room. Absence of noise and other distractions is essential, and consequently the research rooms are small but numerous. All branches of the department will be housed in the new building, which will provide about twenty-five rooms available for reseach and experimentation both for undergraduate and graduate students. The rooms are all made on the same plan, equipped with compressed air, gas and electricity. The attempt to create an absolutely sound-proof room for the purpose of delicate tests in audition is one of the special features.

—

The recently elected president of the Maine State Association is a graduate of Colby University, and has been principal of high schools in Alfred, Madison, Fairfield, Sanford and Caribou. He has been highly efficient in various offices of the association and president of the Somerset County Association.

The State University of Iowa, Iowa City, will magnify dramatics and voice training in the summer session with Professor E. C. Mabie, director of the University of Iowa Theatre; Professor Chester Wallace, a Professional New York stage director and head of the Carnegie Institute School of Drama, and Professor Oliver W. Larkin of Smith College, and Professor W. H. R. Trumbauer.

New Philadelphia, Ohio, voted $375,000 for a junior high school plant by a vote of 4,047 for and 1,090 against. Superintendent Charles S. McVey has the public behind all of his progressive activities.

Columbia University has a new million-dollar School of Business building.

Loomis School, Windsor, Connecticut, won the highest medal at Harvard for success of students in passing entrance examinations.

"Washington Square Players" of New York University are conducting a unique experiment in repertory. They have a small theatre of their own, and students get credit toward a university degree for work in dramatics.

MEETINGS TO BE HELD

JANUARY, 1925.

5-10: Association of American Colleges, Chicago, Illinois.
16: Louisville Educational Association, Louisville, Kentucky.

FEBRUARY.

23-24: Annual meeting of the National Academy of Visual Instruction, Cincinnati, Ohio. J. W. Ankeney, secretary, Ithaca, N. Y.
22-26: Department of Superintendence, Cincinnati, Ohio.

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